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ABSTRACT

Literature on the topic of preparing teachers for mainstreaming was reviewed, with focus on research and writings involving: (1) teacher attitudes toward mainstreaming; (2) teachers' expressed needs in regard to mainstreaming; (3) development of preservice education programs which provide a base of knowledge and experience in mainstreaming; (4) inservice program needs for regular teachers; and (5) Deans' Grant Programs. Appended to the study are: (1) a checklist of individual skills required by elementary and secondary school personnel in mainstreaming programs; (2) a discussion of 10 clusters of teacher competencies relating to the implementation of training programs for teachers who will be working in mainstreamed classrooms (recommendations are included for each competency); (3) a paper presenting a general model for a teacher preparation program and a system for evaluation and planning such a program; and (4) an outline for a comprehensive inservice training program on mainstreaming. (JD)

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REGULAR EDUCATORS SPECIALIZED TRAINING

Review of the Literature

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1983

Deans Grant Project G008200356

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PREPARATION OF TEACHERS FOR MAINSTREAMING

Teacher Attitudes Towards Mainstreaming

Public Law 94-142, the Education for All Handicapped Children Act of 1975, provides for the education of all individuals with special needs between the ages of three and 21. Among its mandates are: equal educational opportunity, free and appropriate education, and placement in the "least restrictive environment". The latter term is defined as the placement of "handicapped children...with children who are not handicapped... to the maximum extent appropriate" (P. L. 94-142, subpart E, section 121a.550). One result of this provision is the placement of individuals with special needs in regular classrooms.

This process is called mainstreaming, an accepted definition of which is:

> The temporal, instructional, and social integration of eligible exceptional children with normal peers, based on an ongoing, individually determined educational planning and programming process (Kaufman, 1975, p. 1).

For practical purposes, mainstreaming may be more simply defined as:

> The placing of a handicapped child in a regular classroom for all or part of a school day while providing support services to the child or the teacher (Davidson, 1980, p. 33).

Since it follows that mainstreaming must involve teachers in regular classrooms, it is important to assess their attitudes, needs and knowledge levels before embarking upon the restructuring of programs and the redesigning

of curriculum at the inservice or preservice level (Blankenship & Lilly, 1977; Boyle & Sleeter, 1981; Buttery, 1981).

The significance of attitudes in relation to educational change, noted by Postman and Weingartner in 1969, remains no less true today (Buttery, 1981; Powers, 1979). "There can be no significant innovation in education that does not have at its center the attitudes of teachers, and it is an illusion to think otherwise. The beliefs, feelings and assumptions of teachers are the air of a learning environment; they determine the quality of life within it" (Postman & Weingartner, 1969, p. 33).

According to Jones et al. (1981), the nature of teachers' attitudes towards individuals with special needs may stem from one or more of three general contexts:

1. Limited exposure to and inadequate information about children with special needs in teacher preservice education;

2. Conformity to prevailing social norms and educational values regarding the most beneficial learning environment for children with special needs, which formerly precluded the necessity for teachers to design instructional programs for children with a variety of needs and abilities; and

3. The need to feel confident and competent in their role as a teacher, which tends to become threatened by the realization that teaching children with varying ability levels and physical needs is a more complex task than teaching a more homogeneous group (Jones et al., 1981, pp. 63-64).

Such assertions tend to be reinforced by literature which has been written since 1977. A survey by the National Education Association in 1978 attributed negative attitudes towards mainstreaming to the following factors:

overcrowded classrooms, rigid teaching schedules, inadequate facilities, biased testing and evaluation procedures, and inadequate preservice and inservice programs (Massie, 1978).

In her study of dimensions of attitudes, Larrivee (1982) found that the source of teacher attitudes centers around the general philosophy of mainstreaming and its effects on handicapped and nonhandicapped students. Specifically, the chief factors appear to be the behavior of students with special needs, the teachers' feeling of confidence in their ability to teach special needs children, classroom management strategies, and the potential for academic and social growth of all students.

Attitudes Related to Awareness of Students with Special Needs

In their survey of attitudes of Pennsylvania teachers, Williams and Algozzine (1979) found that teachers who were supportive of mainstreaming had had successful experiences with children with special needs, particularly where there were adequate support services available. Those who rejected mainstreaming felt not only that they did not have the necessary technical abilities, but also that their contact time with nonhandicapped students would be unjustifiably reduced.

These results were echoed by Boyle and Sleeter (1981), who noted that most teachers are unfamiliar with the complexities of the concept of least restrictive environment; Dodd (1980), who wrote that secondary teachers are uncomfortable with students with handicaps because of both lack of experience, and perceived potential negative effects on other students' academic progress; and Hudson (1979), who found that unfavorable attitudes

are related to factors of time, training, and support services.

On the other hand, Buttery (1979) found that the attitudes of elementary education trainees declined after exposure to children with handicaps; he attributed the phenomenon to the fact that development of positive attitudes had not been stated as a specific objective of the program.

The observation that mere exposure has little effect on positive attitude development was supported by Johnson and Cartwright in their 1979 experiment with Pennsylvania teacher trainees. The attitudes of students in three courses about individuals with special needs - Information-only; Experience-only; and Combination of Experience and Information - were surveyed and analyzed. It was found that neither the Information-only nor the Experiance-only course was individually effective; that although the Combination course was more effective than the Experience-only course in improving attitudes, it was not more effective than the Information-only course in improving either attitudes or general knowledge about mainstreaming.

Ainsa (1980) reported a program in Texas which involved regular education teacher trainees in a semester-long practicum experience with children with special needs. She reported dramatic changes in attitude, from the uneasiness, fear, insecurity, pity and sympathy which were prevalent at the beginning, to a sense of security, confidence, realistic expectations, and a strong desire to try to improve the learning situation for all children in the future.

In their analysis of elementary teachers' attitudes towards mainstreaming,

Stephens and Braun (1980) found no significant differences among the following variables: sex, age, marital status, size of town, number of years since degree, years of teaching experience, exposure to children with handicaps in family, neighborhood, or school, and experience in receiving children for special education evaluations. Such findings support Kunzweiler's (1982) contention that an attitude is not only multidimensional but an individual phenomenon about which it is difficult to generalize causality.

Attitudes Related to Prevailing Norms and Values

When special education classes were created for students with exceptionalities, the prevailing norm became segregation, usually in special schools, for children with moderate to severe handicaps. "The typical belief was that many learner characteristics extended beyond the regular teacher's realm of expertise and responsibility...that educational problems stemmed from 'deficiencies' of the child....This view dismissed school personnel from the responsibility of designing and modifying educational curricula to serve children with varying learning needs and capabilities" (Jones et al, 1981, p. 64).

During the late 1960's, specific learning disabilities and behavior disorders received attention, and a number of states provided for specialized teaching of such children, usually in separate classrooms. Consequently, teachers in regular classrooms were required to design programs for an increasingly homogeneous population (Zigmund & Sansone, 1981). This was especially true at the secondary level, as high school credit systems allowed students to complete courses according to their capabilities, and to be

taught by teachers who were specialized in specific subject areas (Gallent, 1981).

Recent research regarding willingness of regular classroom teachers to accept students with special needs reveals several commonalities in attitude trends. Citing the National Education Association's 1978 poll on the education of handicapped students, Cortwright (1980) reported that although teachers felt that children with severe hearing, speech, visual and physical disabilities could benefit from mainstreaming, they maintained that students with mental retardation, behavior disorders, and serious social maladjustment should remain in segregated classrooms.

Both Williams and Algozzine (1979), and Hirshoren and Burton (1979) found that teachers would accept children with physical handicaps or learning disabilities, but not those with behavior disorders or mental retardation. Algozzine and Curran (1979) also found that the acceptability of a child with a behavior disorder was dependent upon individual teacher tolerance level.

In addition to supporting the previous findings, Smith's (1979) survey found that principals were appreciably more likely to mainstream borderline cases and educable mental handicaps; however, there was a large incidence of "I don't know" responses. A survey by Stephens and Braun (1980) showed Illinois teachers of grades K to 8 to be willing to mainstream all children with mild handicaps, and that willingness was directly related to number of special education courses taken, as well as a belief that people with handicaps can become productive members of society.

Larrivee and Cook (1979) and Stephens and Braun (1980) found that the attitudes of regular classroom teachers become less positive as grade level taught increases. Powers (1979) reported that attention to subject matter is inversely related to concern about learners' needs, an observation concurred with by Stephens and Braun (1980), who speculated that "as subject matter becomes more important, teachers become less accepting of individual differences" (p. 293-294).

As a secondary teacher, Gallent (1981) did not support mainstreaming except for students who have been misplaced in special education classrooms. She felt that children with special needs are more comfortable in classrooms where individual differences are less pronounced, and there is less opportunity for comparisons to be made. "If one assumes that regular teachers have the skills necessary to teach the handicapped, then why the special education emphasis (in preservice training of special education teachers)?" (p. 347). In addition, she thought that secondary teachers would become hostile if they were required to attend inservice sessions or take university courses in order to fulfil a job that is not their responsibility. Davidson's (1980) support of this viewpoint appeared evident in the questions: "Is the mainstreamed child who needs extensive support services really being mainstreamed? Or is he merely being provided special education in a normal classroom?" (p. 35).

Dodd (1980) reported that secondary teachers consider mainstreamed students to be an unnecessary burden to the teacher, and that their presence puts brighter students at a disadvantage. Her hope for concerted attempts

at attitude change was reflected in her statement, "Working with mainstreamed students should be considered not only as a challenge, but as an opportunity that forces us to adopt teaching strategies that will best meet the needs of not only the mainstreamed students, but all...students" (p. 55).

At the college level, Fonosch and Schwab (1981) found a relationship between negative attitudes and sole use of lecture method by college faculty. However, faculty in general appeared receptive to learning more about the needs of individuals with special needs. Since it also appeared that female faculty members, education and social sciences department personnel were most positive, a cooperative effort could be launched to make the university "a model community where a person's ability, not disability, is emphasized" (p. 235).

Teachers' Expressed Needs in Regard to Mainstreaming

The process of development of positive attitudes cannot be accomplished without taking into consideration the needs, whether perceived or adjudged, of teachers in the regular classroom. If mainstreaming is to be successful, teachers "must be prepared both cognitively and affectively to cope with (exceptional children's) special learning needs" (Buttery, 1981, p. 74). This preparation must be supported by exposure to a variety of alternative models of instruction that accommodate the learning styles of a wider range of students (Longo, 1982), as well as a number of skills and adjustments in the organizational structure of the school or system (Cortwright, 1980).

Without exception, articles regarding the needs of regular classroom teachers cited the following as absolute necessities to the implementation of mainstreaming: adequate training, particularly in the development of

teaching approaches; adequate materials and support services; and participation in decision-making (Boyle & Sleeter, 1981; Graham et al, 1980; Powers, 1979). In addition, a number of adjustments within the system were seen by teachers as crucial to the process of mainstreaming: increased release time for program planning; reduced class sizes; and flexible scheduling (Cortwright, 1980; Dodd, 1980; Powell, 1980).

Massie (1978) reported that teachers need to develop skills in organizational ability and communication, particularly with parents. Administrative support was cited by Larrivee and Cook (1979) as a critical need by secondary teachers; the principal was seen as very important to the success of mainstreaming. Ainsa (1980) declared that training in behavior management was considered a priority by teachers who have accepted children with special needs in their classrooms.

A large sample of public school teachers in Georgia felt that they needed the following skills before they would be comfortable with children with exceptionalities: individualization and classroom management; adaptation, construction and evaluation of materials; and interpretation of psychoeducational evaluations (Alberto, 1978). Furthermore, Tymitz (1980) reported that teachers need training in the development of individual educational programs (IEP), particularly in terms of realistic and appropriate goals and objectives.

Zigmund and Sansone (1981) summarized the needs of teachers as follows:

1. Development of positive attitudes;

2. Identification of special needs;
3. Use of human and material resources;
4. Individualization of instruction;
5. Ability to work with consultants and special education teachers;
6. Ability to communicate with parents;
7. Ability to make educational assessments;
8. Ability to formulate clear instructional goals and objectives;
9. Direct services to children and to teachers (pp. 107-109).

These needs must be fulfilled before teachers will be able to deal with the topic of mainstreaming (Cortwright, 1980).

Educational Delivery

Preparation for mainstreaming involves knowledge and role changes for the faculty of teacher training institutions, teacher education trainees, and teachers who are already in the field (Alberto et al., 1978. Analyses of surveys taken from these groups concluded that, in general, existing undergraduate and graduate programs do not adequately prepare teachers to provide programs for individuals with special needs in the regular classroom setting (Alberto et al., 1978; Dodd, 1980; Williams & Algozzine, 1979). It appeared that secondary teachers may have an additional problem in the development of a perspective that emphasizes the individualized needs of students, rather than the "subject matter and whole classroom management orientation that presently exists (Dodd, 1980, p. 52).

Blankenship and Lilly (1977) articulated the necessity for changes in orientation regarding teacher preparation:

> The former practice of training special education graduates to assume the role of teachers in self-contained special classrooms for the 'mildly handicapped' is outmoded. The practice of integrating mildly handicapped students into regular education programs, and the emphasis upon non-categorical teacher training, demands a very different sort of teacher preparation program (p. 28).

Preservice Education

Faculty Development

Because the university is a source of research knowledge and professional guidance, it is an appropriate setting in which to develop a comprehensive base of knowledge and experience for mainstreaming at both the preservice and inservice levels (Ainsa, 1980). This requires "cooperative efforts among content area departments, general education departments, and special education departments (Powers, 1979, p. 108).

Kunzweiler (1982) made a convincing argument for the restructuring of the preservice curricula in preparation for mainstreaming:

> If we do not tear the walls down between training for our regular teachers and training for our special class teachers at the university training level, and begin building those structures and processes for all teachers, it is doubtful that the quality of the interaction between teacher and mainstreamed student will improve (p. 285).

Dente (1976) supported this viewpoint in his observation that

"involvement of 'nonspecial' educators (i.e. elementary and secondary departments) is needed if the concept of mainstreaming is to become a viable educational practice" (p. 6).

The process of faculty development was seen as a first step towards curricular reorganization. Hall (1975) recommended that the preparation program for innovation be designed with consideration of the following stages of individual concerns:

Stage 0 - Awareness: Little concern about or involvement with the innovation;

Stage 1 - Informational: General awareness of the innovation and interest in the general characteristics, requirements for use, and learning more about it;

Stage 2 - Personal: Uncertainty about the demands of the innovation in terms of personal adequacy to implement it, and personal role in the organizational structures related to it;

Stage 3 - Management: The processes and tasks of using the innovation;

Stage 4 - Consequence: The impact of the innovation on students;

Stage 5 - Collaboration: Coordination and cooperation with others in using the innovation;

Stage 6 - Refocusing: Exploration of universal benefits from the innovation and any changes needed to increase them (Holloway & Kerr, 1979, p. 248).

Completion of Stage 6 signifies readiness to begin the actual process of modifying curriculum.

Haisley and Gilberts (1978) recommended that faculty members become involved in school programs in which mainstreaming is taking place. They also suggested the use of a checklist of individual skills (see Appendix A) as a guide to integration of special education concepts into general education curricular areas (p. 32).

Competencies

The literature appeared to agree on the incorporation of both knowledge about and experience with individuals with special needs into the teacher preservice training program (Johnson & Cartwright, 1979; Leyser & Lipcomb, 1981; Sesow, 1982; Swanson, 1981). The authors also appeared to agree upon the necessity of all teachers to be familiar with a variety of individualization and diagnostic-remedial techniques (Dodd, 1980; Kunzweiler, 1982; Powers, 1979; Reynolds, 1979). Kunzweiler stated:

> In short, we could change our teacher training method to produce flexible 'Jacks of all trades - Masters of all'. We could also produce new evaluation tools that are not testing old objectives in new environments and with new curriculum (p. 286).

Goodman and Miller (1980) and Buttery (1981) contended that an objective to be stressed in preservice training is social integration i.e. the improvement of attitudes about and toward individuals with handicaps. This has been expanded by Clark, Miller and Quisenberry (1981), who reported that Southern Illinois University has included the following attitudinal competencies in their list of objectives for teacher trainees:

1. Acceptance of the handicapped student's right to free and

appropriate education in the least restrictive environment;

2. Belief that teachers can influence the learning style and pace of the handicapped student;

3. Belief that handicapped students can learn in the regular classroom;

4. Belief that handicapped students can make a contribution to self and community; and

5. Belief that handicapped students are people who are entitled to all the rights which are guaranteed to the nonhandicapped population (pp. 20-21).

In respect to academic competencies, the literature appeared to agree that the following be considered the most important specific objectives:

1. A variety of teaching strategies and behavioral management techniques which facilitate individual and small-group instruction;

2. Identification and assessment of student needs, and the ability to interpret psychoeducational data;

3. Curriculum development skills, including the adaptation, construction and evaluation of instructional materials;

4. Needs and characteristics of individuals with handicapping conditions; and

5. Familiarization with P.L. 94-142, including legal implications such as IEP and due process (Alberto et al.,1978); Amerson & Kachur, 1981; Hutinger, 1981; Pugach, 1981). With the exception of Alberto et al. (1978), the above authors also mentioned the ability to communicate with parents,

the ability to utilize available human and community resources, and evaluation of student progress as competencies to be gained through the teacher education program. All of the above are objectives of teacher education programs at Southern Illinois University, Illinois State University (Normal), Western Illinois University, and University of Illinois.

Reynolds (1979) provided detailed rationale for the competencies necessary for teacher preparation for mainstreaming:

1. The study of and first-hand experiences with curriculum guides and structures, from preschool through secondary levels;

2. The ability to teach basic skills, including literacy, life maintenance, and personal development skills;

3. Knowledge of classroom management procedures, such as applied behavior analysis, group alerting, guiding transitions, materials arrangement, crisis intervention techniques, and group approaches to creating a positive affective climate;

4. Knowledge of the practices involved in effective consultation and other forms of professional communication;

5. The skills involved in dealing with parents and siblings of students with handicaps;

6. The ability to teach students, both handicapped and nonhandicapped, how to relate to one another positively and constructively;

7. An understanding of children with special needs, the ability to accommodate those special needs, and the ability to utilize the help of specialists;

8. Skills of referral, including observation techniques and knowledge of available resources;

9. Skills of assessment and individualization; and

10. Understanding of the concept of mainstreaming, including relevant laws (Reynolds, 1979, pp. 9-20; see Appendix B for complete derivation).

Appendix C consists of Reynolds' (1979) model of a comprehensive preservice program for the preparation of teacher trainees for mainstreaming of children with special needs.

Inservice

Since the vast majority of teachers who will be affected by mainstreaming are already in the classrooms, inservice training must be regarded as a major consideration by those concerned with educational planning. Acc According to Alberto et al. (1978), "the key to successful mainstreaming relies upon the combined efforts of regular classroom teachers, special educators, and auxiliary personnel...within the school setting and within the pre- and post-service university setting" (p. 90).

That this has not yet been accomplished was evident in Kunzweiler's (1982) finding that "current literature reflects the fact that there has been very little change in the methods of instruction in classrooms where handicapped students have been mainstreamed. This has adversely affected level of achievement" (p. 286). Boyle and Sleeter (1981) offered the opinion that inservice programs should "seek to develop a strong communication network among teachers and administrators among individual schools, which can serve as a support group for attitudinal change and a clearing house

for change activities" (p. 90).

Problems Related to Inservice

Several problems have been noted in regard to provision of inservice programs to facilitate mainstreaming. Hanley (1979) suggested that the money provided to states by P.L. 94-142 for inservice activities has not been properly used. Often, the only activity was a one or two day inservice in which there was little input by the teachers for whom it was planned.

Most teachers seemed to agree that there was a need for inservice and/or post-service training; however, there seemed to be a reluctance to commit the time and energy to obtaining further training, whether in the form of university credit (Flynn, Gacha & Susdeen, 1978), or a series of workshops (Vandivier & Vandivier, 1979). The latter authors found the following reasons for this anomaly:

1. The teaching schedule does not permit release time;

2. Family and educational responsibilities limit after-school seminars;

3. The few days available for inservice were necessary to cover a wide variety of topics (p. 278).

Inservice Motivation

A number of authors have made suggestions for increasing the willingness of teachers to undertake inservice programs. These suggestions are based upon a number of factors: incentives, time, prerequisites, format, and content.

Incentives. Powell (1980) suggested that inservice programs be designed as collaborative efforts between teachers and teacher education faculty, and offered for graduate credit. In addition, he suggested that there be allowance made for compensatory time and consultation time between classroom teachers and specialists. Powers (1983) reported from several authors that creative use of auxiliary personnel and student teachers could free groups of classroom teachers for inservice training in mainstreaming; and that provision should be made for lighter workloads for teachers who are undertaking major responsibilities in the implementation of mainstreaming.

Time. Alberto et al. (1978) and Cortwright (1980) suggested that inservice programs be planned in advance of implementation of mainstreaming, and that followup activities should take place regularly throughout the implementation process. As to the time of day for inservices to be planned, Jensen and Schaefer (1978) stated that regular working days should be set aside for such purposes, and further, that after school would be extremely inadvisable.

Prerequisites. Both Jensen and Schaefer (1978) and Okun and Warger (1981) suggested that a needs assessment be made of the teachers who would be affected by mainstreaming, and the results used as the basis for inservice planning. Jensen and Schaefer compiled the following list of prerequisites to a successful inservice program:

1. Teachers must be involved from the beginning in planning the objectives, content and format of the inservice program;

2. A variety of topics and activities should be chosen in accordance with teacher needs; and

3. Presenters should be selected whose background and experience match the identified needs (pp. 35-36).

Format. Powers (1983) summarized the following as being important considerations in planning format for inservices:

1. Optional topics;
2. Variety of locations within and outside the school environment;
3. Direct learning experiences, preferably hands-on;
4. Live demonstration of techniques, materials, strategies;
5. Roleplaying and simulation activities;
6. Idea sharing sessions;
7. Inter-classroom and inter-school visits; and
8. Demonstration lessons (pp. 433-434).

Content. Allan (1982), Birch (1978), Boyle and Sleeter (1981), Holloway and Kerr (1979), and Stoner (1981) suggested that the introductory workshops be focused upon awareness of and sensitization towards children with special needs and the rationale for mainstreaming. In the first sessions, teachers should explore their attitudes and beliefs about mainstreaming; subsequently, activities which simulate handicapping conditions sould be used to develop awareness of and empathy for children with handicaps. The latter strategy was supported by Lehr (1982). Boyle and Sleeter (1981) cautioned that inservice programs must not stop at this stage:

> A teacher who has just become aware of the reasons for mainstreaming and of his/her biases about special education children, is not simultaneously ready to create and implement an effective mainstreaming program in his/her classroom or school (p. 80).

A number of authors agree that the following topics must be addressed by inservice programs:

1. Development of teaching strategies that facilitate individualized programs and effective classroom management (Boyle & Sleeter, 1981; Jensen & Schaefer, 1978; Lehr, 1982). Powers (1979) added that this is especially important for secondary teachers;

2. Development of procedures for enhancement of communication among all involved professionals (Birch, 1978; Boyle & Sleeter, 1981; Holloway & Kerr, 1979; Jensen & Schaefer, 1978; Lee, 1981; Powers, 1979);

3. Use and adaptation of instructional materials, and the availability of resources (Birch, 1978; Holloway & Kerr, 1979; Jensen & Schaefer, 1978; Lehr, 1982; Tymitz, 1980);

4. Relevant laws and their implications (Holloway & Kerr, 1979; Lee, 1981); and

5. The formulation of individualized educational programs (Jensen & Schaefer, 1978; Lee, 1981; Tymitz, 1980).

In addition, Boyle and Sleeter suggested that inservice programs include basic information on characteristics of individuals with special needs, and Birch (1978) called for a support network to be established

to enable immediate assistance and consultation.

Powers (1983) and Larrivee and Cook (1979) advised that inservice programs for elementary teachers be differentiated from those for secondary teachers, because of the differences in needs and training focus of the two groups.

Allan (1982) suggested that teachers be taught the following sequence in preparation for the integration of each student with special needs:

1. Dialogue between teacher and specialist(s);
2. Develop positive relationship with child to be mainstreamed;
3. Provide the regular students with appropriate information;
4. Enlist the help of peers in a "buddy" system; and
5. Develop procedures for consistent evaluation (pp. 195-200).

A Model Inservice Program

Shaw and Bensky (1980) devised a comprehensive inservice training program for educational systems that are contemplating the mainstreaming of students with special needs. They suggested that funding could be obtained from local tax dollars, a percentage of entitlement funds (Titles I, IV, VI, VII), and inservice grants provided by P.L. 94-142. Their model is detailed in Appendix D.

Expected Outcomes

Rumble (1978) advocated that a successful inservice program for mainstreaming should result in the following outcomes:

1. Greater teacher cooperation;
2. Provision of instructional aides/tutoring;

3. Individualized instruction/modified curriculum;

4. Flexible grading system;

5. Coordination of educational leadership;

6. Coordination of special needs students; and

7. Modified equipment and/or facilities (p. 134).

In summary, Powers (1983) addressed the issue of commitment to the implementation of mainstreaming:

> Any substantial change effort...requires commitment from the system involved in the process....Even the best-trained teachers will be unsuccessful without appropriate support services, teaching loads that have been reduced to correspond to new role expectations, appropriate resources, and most significantly, a system that views the integration of handicapped students as an important, meaningful, and ethical goal (p. 438).

Deans' Grant Programs

The Deans' Grant Program was initiated by the Office of Special Education of the U.S. Department of Education in 1976, for the purpose of encouraging teacher education institutions to establish training programs for educators to accommodate handicapped children in regular class settings. These programs were to emphasize four general areas:

1. Knowledge of the handicapped, including attitude and awareness training;

2. Teaching methodologies used with handicapped children;

3. Classroom management skills; and

4. Utilization of specialized and ancillary personnel to provide support services (U.S. Department of Education, 1976).

Of the approximately 130 funded projects which are in progress in 46 states and three territories, 55 responded to an informational survey launched by the School of Education, Eastern Illinois University (see Appendix E). Following are the data generated from the survey.

Nature of Project

The majority (85 percent) of the projects were designed primarily to initiate faculty development for the infusion of information about individuals with special needs into the preservice teacher training program. Of the others, five programs were for the purpose of assisting smaller institutions, four emphasized inservice programs for practicing teachers, and one had doctoral students designing programs for curriculum development in their particular subject area.

Length of Project

Project lengths varied from one year to nine years; but two-thirds of the projects had a three-year life expectancy. Those which were five years or longer were either cyclical or two-staged in nature e.g. two years for faculty development plus three years for curriculum piloting and evaluation. Approximately half of the projects surveyed were in their final year, during which the primary activity was project evaluation.

Format

Eighty percent of the respondents indicated that regular educators

would teach the special education concepts, fifty percent had special education professors teaching some or all of the concepts, and 25 percent involved a teaming of the two.

Five responses indicated that special education concept were infused in all education and academic courses, with no required separate special education course. Fifty percent required a separate course in special education, and two-thirds of the respondents indicated that special education concepts constituted discrete units in theoretical and methods courses; most required student teacher exposure to children with special needs.

Relatively few (25 percent) redesigned the curriculum at the freshman level; the majority confined the teaching of special education concepts to the junior, senior and graduate level courses.

Response by Education Faculty

Fifty percent of the respondents indicated positive attitudes by the education faculty, while the rest reported mixed reactions, particularly at the beginning of the project. Many of the problems encountered in faculty participation were attributed to lack of awareness of handicapping conditions; time commitments; concern about course content overload; and the perception that special education departments were intruding in elementary and secondary education departments.

Additional Comments

Respondents indicated the following as important considerations for the undertaking of similar projects:

1. Active support by leadership personnel e.g. Dean, Project Director, Department Chairpersons;

2. Project requires large commitment in terms of time, effort, persistence, funds;

3. Awareness and sensitization activities are important prerequisites;

4. Cooperative collegial effort approach is most productive;

5. Questions of infusion, integration, separate courses must be carefully and completely examined; and

6. Evaluation plan should be in place from the beginning.

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Appendix A: Checklist of Individual Skills

Skills required by elementary and secondary personnel	Included in program?		
The ability to:	Yes	Somewhat	No
1. Use resource room materials and staff.			
2. Use peer tutoring, teacher aides, and volunteers			
3. Use diagnostic and prescriptive techniques.			
4. Participate in, design, and implement IEPs.			
5. Communicate with peers, parents, and pupils.			
6. Monitor individual student progress.			
7. Gather and interpret data about student performance.			
8. Select appropriate curricular materials.			
9. Adapt available curriculum.			
10. Provide small group instruction based on identified student needs.			
Additional skills for elementary educators			
The ability to provide:			
1. Early identification of student needs.			
2. Individualized direct instruction techniques.			
3. Effective organization of the classroom for instruction.			
4. Effective assessment of student strengths and weaknesses.			
5. Effective classroom management skills.			

Appendix A: Checklist of Individual Skills

Additional skills for secondary educators	Included in program?		
The ability to:	Yes	Somewhat	No
1. Teach the underachieving student.			
2. Use peer tutoring procedures.			
3. Modify strategies to reach content area goals in the areas of materials, expectations, instruction and student performance levels.			
4. Participate in team approaches to instruction.			
5. Use effective questioning strategies.			
6. Assess student modes of response.			
Additional skills related to IEPs			
Teachers should be able and expected to:			
1. Screen: Identify students with possible problems.			
2. Refer: Identify students who may need special support services.			
3. Comply with the law requiring nondiscriminatory testing and parent permission for individual evaluation.			
4. Compile information related to students' educational, emotional, and physical functioning.			
5. Ensure that due process procedures have been met in determining child's eligibility for special services.			

Appendix A: Checklist of Individual Skills

Additional skills related to IEPs (cont'd)	Included in program?		
Teachers should be able and expected to:	Yes	Somewhat	No
6. Meet with parents to share assessment and evaluation data.			
7. Participate as a team member in the development of of IEPs.			
8. Provide goals, objectives, and minimal competence criteria appropriate to a child's needs.			
9. Implement the IEP developed by the school team for students in the classroom.			
10. Monitor student progress to ensure that goals and objectives are appropriate and being carried out and that progress is evident.			

(Haisley & Gilberts, 1978, p. 32)

Appendix B: Teacher Competencies

The following ten clusters were extracted from broad discussions and experiences relating to the implementation of training programs for teachers who are engaged in meeting the new requirements of Public Law 94-142. The clusters are not intended to be complete or mutually exclusive. They are not presented in a systematic sequence and they are not offered as competency statements in the sense of "competency-based" instruction; they are both more discursive and less detailed in phrasing than competency statements should be. At this stage, the clusters simply provide a convenient map of the domains of professional competence that appear to be important to every teacher who participates in the design and implementation of individualized instruction.

I. Curriculum (i.e., what is deliberately taught in school)

It is clear that the presence of exceptional youngsters in regular classes increases the breadth and variety of students' learning needs and skills. This greater spread of abilities, in turn, creates a major demand for curriculum that treats subject matter with fewer assumptions about prior learnings and previously acquired skills. Teachers have been working hard over most of the past century to make their classes more homogeneous and curriculum materials correspondingly homogeneous. IEPs and the increasing presence of handicapped students in classes turn such assumptions and trends on their heads. The heart of the movement toward individualized and personalized instruction is the optimal development of each child and, therefore, assumptions and goals must be based on heterogeneity.

All teachers should have a general knowledge of the school curriculum that is offered from kindergarten through high school (K-12). Every teacher should be able to describe the curriculum content and objectives which are typical of the nation's elementary and secondary schools, and the rationale for each major curriculum element. They should be able to relate the curriculum to what is known about the

development of children and youth and to the functions of schools as social institutions. They must be skilled in the preparation of individualized curricular plans for children based upon careful assessments of individual needs. These knowledges and skills are as necessary for professional educators as the knowledge of the bones and muscles of the body is for physicians, regardless of specialization.

This is not to say that everyone in education must be a specialist in reading, art, modern languages, or other specific curricular component, any more than every physician must be an expert in bone surgery or in the cellular structure of muscle tissue. Instead, it is to say that a sound general knowledge of curriculum is necessary in order that responsible planning for pupils can be done with assurance that no essential considerations are overlooked.

Recommendation:

The preparation of all teachers should include the study of and first-hand experience with curriculum principles, guides, and structures from pre-school through secondary school levels. All major subjects that are systematically taught in schools by professionals should be included. The means and procedures by which curriculum is developed, adopted, and changed should be understood and there should be practice in designing and modifying curriculum and materials, especially to suit the individual needs of students.

2. Teaching Basic Skills

All teachers should be able to teach the basic skills effectively. These skills fall into three main categories: literacy, life maintenance, and personal development. They also need preparation for co-teaching and other forms of collaborative work with specialists who are called upon to provide intensive help in basic skills for selected students.

Literacy skills are those for which the school has primary responsibility and,

which are necessary to continued learning as well as to efficient performance in most work situations. They include reading, which all teachers should be able to teach at least from first- to fifth-grade level (word attack, word recognition, comprehension, and rate), writing (letter formation, sentence structure, and paragraph structure), spelling (rules and exceptions), arithmetic (whole-number computation, simple fractions, time, and measurement applications), study (use of resources, critical thinking, and organizing data), and speaking (sending and receiving accurate verbal messages, expression, and intonation).

It might be argued that only teachers of the elementary grades need to be prepared as teachers of reading and undoubtedly such teachers do need to have very strong preparation in reading instruction. However, the intention here is to make the case that literally all teachers, including those at secondary and vocational levels, need to understand and be skilled at teaching reading at basic levels. All teachers need to assist their students in developing better reading skills; they need to choose reading materials appropriately, to set goals for reading carefully, and to work with specialists in reading knowledgeably.

Life maintenance skills are those necessary for survival and effective functioning in society. Sometimes referred to as survival or life skills, they include health (personal hygiene and nutrition), safety (danger signs, maneuvering in traffic, and home safety), consumerism (making purchases, making change, and comparative shopping), and law (human rights, appeal process, court system, and personal liability).

Personal development skills are necessary for self-actualization. Teachers should be able to exemplify a high sense of identity and personal integration for their students. Since all individuals struggle with values, philosophical positions, moral behavior and basic life issues, teachers should provide mature models for their students in these domains. They should be prepared to assist students in processes of goal setting, decision-making, problem-solving and conflict resolution,

in both intra- and interpersonal dimensions, as aspects of their own personal development. Similarly teachers should be prepared to help students acquire good habits and skills in recreational activities and in creative approaches to both work and play. Teachers should also be able to relate subject matter to career implications, i.e., the several life careers in which individuals engage as members of society, including: 1) paid employment, 2) homemaking/family member, 3) avocational pursuits, and 4) involvement in civic affairs.

Recommendations:

The preparation of all teachers should include necessary elements to assure competency in teaching the basic skills (defined to include literacy, life maintenance, and personal development skills) and in collaborative practice with specialists in basic skills instruction. Instruction should be provided in teaching the skill areas as such. In addition, supervised practical experience should be provided in teaching of literacy, life maintenance, and personal development skills.

3. Class Management

All teachers should be able to apply individual and group management skills to insure a high level of positive response from pupils in instructional situations.

The skilled management of classes helps students to maintain attention to school-related learning activities and to build positive feelings about themselves, their classmates, and their schools. Teachers need to be highly effective in group-alerting techniques, management of transitions in school activities, responses to daily crises, and management of a variety of learning activities in a single setting at the same time (Borg, undated). For effective learning outcomes, time on task and favorable attitudes need to be maximized. Students need to learn to share increasingly in the responsibility for effective management and helping them learn in this domain is a primary task for teachers.

All teachers should be able to apply behavioral analysis procedures (sometimes called behavior modification or contingency management procedures) and other specific methodologies to encourage both scholastic achievement and acceptable per-

sonal and social conduct, and to instruct parents and teacher aides in applying those procedures under teacher guidance.

Recommendation:

All teachers should be proficient in class management procedures, including applied behavior analysis, group alerting, guiding transitions, materials arrangement, crisis intervention techniques, and group approaches to creating positive affective climate.

4. Professional Consultation and Communications

All teachers should be proficient in consultation and other forms of professional communication, as both initiators and receivers, to establish and maintain responsible interactions with colleagues and administrators.

Teachers should be able to serve as consultants. Teachers who specialize, for instance, in working with children who have visual impairments should be able to consult with other teachers on the kinds of methods and materials that they should learn to use with visually impaired pupils in their regular classes. At the same time, all teachers should learn to be competent receivers and users of consultation.

Educators should be practiced at collaborating with colleagues who share responsibility for individual students' programs. Regular teachers and speech-language pathologists, for instance, must deliberately and planfully complement and reinforce each other's work with pupils. Readiness to function as a member of a team does not come naturally to most professionals; it must be developed through guided experience.

Teachers also need to know how to negotiate objectively and equably with colleagues, administrators, employers, and other persons when their goals, values, philosophies, or priorities differ. Matters for negotiation may range over working conditions, curriculum design, pay and benefits, materials selection, need for inservice training, and other considerations. In all these matters teachers need the ability to keep the atmosphere of the negotiations open, flexible, and free of personal conflict.

Key elements in all these interactions include a firm grounding in consultation and communications processes, the requirements of due process, and a thorough knowledge of acceptable practices regarding confidentiality. Equally essential in the process is resourcefulness in building trust relationships. In all collaborations, teachers should be encouraged to take co-equal status with all other personnel on the assumption that each participant in collaborative work is a specialist who is sharing expertise in order to create optimal school programs for individual pupils.

Recommendations:

It is essential now that all teachers have opportunities to master the knowledge and practices involved in effective consultation and other forms of professional communication. Every teacher should have instruction and practicum experience leading to assured capability in these areas as part of preservice preparation.

5. Teacher-Parent-Student Relationships

All teachers should learn skills and sensitivity in dealing with parents of their students and especially with parents and siblings of handicapped, disadvantaged, and other exceptional students. Instruction should be provided which enhances respect for the role of the family in the nurturance and education of children. This should be extended to include a history of disenfranchised groups (e.g., handicapped, black, hispanic, native American, migrant) and knowledge of the effects of such disadvantages on families, especially on how family-school contacts might be influenced and on how parents may view teachers and other professionals. Teachers should have some training and experience in clinical approaches to suspicions, hostility, and anger; and in approaches to build trust and cooperation. They should be prepared to share teaching skills with parents, so that both developmental and corrective program elements for students can be continued whenever that is appropriate in the home situation.

Recommendation:

All teachers should have skills and sensitivity for dealing with parents and

and siblings of handicapped students; they should have had opportunities to practice skills in this area as part of their practicums in teacher preparation.

6. Student-student Relationships

All teachers should be able to teach pupils how to relate to each other in ways that produce satisfaction and self-improvement. This ability should be based on counseling skills, knowledge and skill in using group activities that encourage cooperative behavior, and strong foundation studies in human development.

Peer and cross-age teaching is a specific form of constructive relationship which can be used with advantages for all participants. Encouraging pupils to teach each other and to be helpful to one another is a complex undertaking. It offers very important learning experiences to the tutors as well as to those who are tutored. For example, a teen-age boy or girl can acquire self-confidence and personal satisfaction through helping second graders to learn to use phonic or configuration clues to unlock new or unfamiliar words; and home economics students can instruct immature children in self-help skills. Teachers can and should learn to use heterogeneous groups of pupils in work of cooperative kinds to achieve group goals.

When teachers have the prerequisite skill to take solid command of the social structures of their classes through effective teaching, they find that they have a powerful additional tool with which to construct individualized learning situations.

Recommendations:

All teachers should be able to convey to students the attitude that they bear some of the responsibility for their social environment and must be willing to help one another. Also, teachers need to be prepared to manage the social structure of their classes by generating cooperative, mutually helpful behavior among the students. Teachers need specific insights into and skills for developing heterogeneously cooperative grouping procedures and peer and cross-age tutoring. They also should be able to teach students to use some of the basic counseling/guidance skills in relationships with other students.

7. Exceptional Conditions

All teachers should know the preferred procedures for the instruction of students with exceptional conditions, such as limited sight or hearing, emotional problems, limited cognitive abilities, or outstanding talents and gifts, and they should be aware of the literature and body of practice in each area which can be pursued in depth when necessary, for example, when an exceptional student is enrolled in the class. They need also to be familiar with the functions of various specialists who work in the schools (e.g., psychologists, educational audiologists, school social workers, resource teachers for the visually impaired, etc.) and to be prepared to establish teaming arrangements for the instruction of exceptional students. It is not reasonable to expect all teachers to know everything about exceptional conditions but they should have rudimentary knowledge in all areas and know that additional help is available, how to get it, and how to use it.

Recommendations:

All prospective teachers should have preparation in understanding exceptional children, in school procedures for accommodating children's special needs, and in the functions of specialists who serve exceptional children. Moreover, hands-on experiences with the children and utilizing the help of specialists ought to be provided.

8. Referral

When a pupil or parent presents a problem which a teacher feels unable to to resolve, it is not a mark of inadequacy for the teacher to refer the one or the other to a colleague. In fact, failure to make a referral in such an instance is a violation of professional ethics. Depriving a person of access to someone who can provide help is professional malpractice which may worsen a problem and cause other problems. It is important to establish the attitude that making a referral is not to transfer "ownership" of a problem to a specialist; rather it is a way of calling into one's situation a specialist who may be able to offer help.

Few teachers are so well and so broadly prepared that they can solve every kind of problem which is encountered in schools on their own. What is needed is training that will give teachers the skills to detect actual or potential problems, determine whether the solutions to the problems are within their professional competency, and, if not, permit the referral of the problem for help in solution. Sometimes the referral will be to a special resource within the school and sometimes, to a broader community agency.

An important aspect of a good referral process is being able to make and report systematic observations of pupils who are experiencing difficulties. All teachers need to be competent in the observation of individual students in the context of group behavior in their classes.

Recommendations:

Teachers need to learn the procedures for referrals, the responsibilities involved, and the ways to capitalize on referral resources in behalf of better education for individual pupils. They must be skilled in making systematic observations to provide data and undergird judgments for the referral process. There should be opportunities to obtain first-hand experience in how both in-school and community agencies operate.

9. Individualized Teaching

All teachers should be able, while managing and monitoring a group of pupils, to carry out individual assessments, identify individual learning styles, spot special needs, personalize and adapt assignments, and keep records on individual pupil progress toward established objectives.

These skills form the essence of teaching to the individual pupil. It does not mean, of course, that all teaching is one-on-one, and it does not mean that the teacher should attend to all pupils at the same time with the same degree of intensity. It does mean that the teacher has mastered the tactics of instruction

which result in a reasonably close match of the interests and abilities of each pupil, the content that is being taught, and the methods of instruction being used, so each fits well with the others.

Teachers should be able to understand and interpret theory and research relevant to the individualizing of instruction, able to discern strengths and weaknesses of children's abilities, be knowledgeable about diverse models for individualized instruction, be skillful in developing objectives for each student, and able to assess whether each student is meeting the objectives.

A particularly important aspect of individualizing instruction is competency in using assessment and grading systems that promote honest and useful information sharing with the individual student and parents. Thus, teachers should be competent in domain- or criterion-referenced assessment and in structuring case data for interpretation of the child's total educational situation. Also, they should be able to conduct valid evaluations of their own instruction.

Recommendations:

All teachers should be competent in the assessment of the individual student's educational needs and in adapting instruction to the individual. Starting from the first week of teacher preparation, and continuing until its completion, trainees should be in the company of experienced teachers who individualize education expertly and of specialists who can help in diagnostic and instructional processes.

10. Professional Values

All teachers, in their personal commitments and professional behavior with pupils, parents, and colleagues, should exemplify the same consideration for all individuals and their educational rights as are called for in Public Law 94-142 and in the Rehabilitation Act of 1973. These include the right of individual students to due process in all school placement decisions, to education in the least restrictive environment and to carefully individualized education.

They also should be skilled in assisting others (parents, colleagues, pupils) in understanding and accepting as positive values the increasing diversity in characteristics of students who are enrolled in regular school programs. They need to be able to listen to opposing viewpoints without considering them as attacks on their own behaviors or values.

Both practicing teachers and teacher educators should be skillful and consistent models in what they say and do as professionals and of commitment to the implementation of the national and state laws relevant to education. If they choose to dissent, which they are free to do as a matter of individual conscience, they should distinguish clearly between their continuing professional obligation to their students and each other under existing law, and their rights as individuals to propose and promote orderly changes in the law.

Recommendations:

Selection and training processes in teacher education should include attention to values which give primary place to individual students, their needs and rights. Such values are required on a moral basis for anyone involved in teaching; but they are undergirded by codes of ethical behavior established by the teaching profession and in law. Teachers in training should be oriented to ethical codes regarding their responsibilities to individual pupils.

School law, and the regulations that relate to it, also should become part of the foundation of preparation for all teachers. The knowledge is necessary for the safeguarding of pupils' rights, self-protection, and intelligent professional behavior.

(Reynolds, 1979, pp. 9-20)

Appendix C: Assessment and Planning for Revisions in Teacher Preparation

In this third section two major topics are presented: (a) a general model for the conceptualization of teacher preparation and (b) the recapitulation of the ten clusters of capability in the context of a definite structure or model that suggests a system to advance the analysis, evaluation, and planning of teacher-preparation programs. No doubt other teacher preparation models, too, can accommodate the concepts presented in the first two parts of this paper. It would be good to see such efforts made.

The Teacher-Preparation Model

Following is the outline of a model for the conceptualization of teacher preparation. It involves two major dimensions: (a) areas of study; and (b) instructional modes.

Under "Areas of Study" are presented five general domains for the organization of the content or subject matter of teacher preparation; they are designated by letters (A through E) and can be described as follows:

A. The general or liberal education which is designed to produce an "educated" person. The studies are those prescribed by the liberal arts faculties of institutions of higher education as the central core of knowledge which must be acquired by all degree candidates. Certain to be included are courses in the humanities, sciences, mathematics, literature, and languages.

B. Specific subjects in the specialty area in which a student intends to teach. Obviously, the choice to teach in primary, secondary, special, or vocational education requires different kinds and degrees of preparation. For example, a student must expect to meet very high competency standards in mathematics if he wishes to teach that subject at the high school or vocational school level; less advanced courses in mathematics may be required for primary school teaching.

C. Undergirding disciplines. Each profession has its base in one or more disciplines which are basic to it, foundational, or undergirding. The special concerns of the teacher trainees for human development and the efficient operations of social systems would dictate some areas of study, especially psychology, for example. Studies included here are basic in nature but selected for relevance to teaching. Though commonly taught through liberal arts, there is no inherent necessity that it be so.

D. Educational Foundations includes the humanistic and behavioral studies that form a bridge between undergirding disciplines and their specific application to teaching practices in the schools. Here, for example, are included history (of education), philosophy (as related to basic principles and commitments in education), sociology (as related to the structures and processes of schooling as a social system), and psychology (as related to the studies of learners and the management of instructional procedures). The purpose and processes of schooling are the starting points for studies in education foundations; they reflect on education and have meaning for practice but do not reach the specific level of teaching practice.

E. Professional practice is made up of the specific knowledge, strategies, and models for the professional practice of teachers, plus consideration of the attitudes and values which must permeate the life and commitments of the truly professional teacher. Among specific studies here would be curriculum, methods of teaching, diagnostic procedures and materials, and systems of instructional management.

The model also includes a series of six "Instructional Modes." In rough sequence, the instructional modes represent a progression from direct instruction, in which the student in teacher preparation is the object, through intermediate stages where the student begins to take more initiative for managing his own learning using special resources and laboratories, and finally, to modes in which the student is confronted with complex clinical, field, and internship experiences and to which he/she is expected to respond in a professional manner. The instructional modes and other features of the model are presented in schematic form in Figure 1.

Across the bottom of the schema presented in Figure 1 is an input-process-output model that indicates the systemic nature of teacher education toward the level of professional competence expected by the profession. Learner accountability is emphasized because admission to and continuance in a profession depend upon practitioner possession and use of the extant professional culture. Implicit in the model is the necessity of clearly specifying objectives or standards toward which all work is directed. Implicit also is the need for effective evaluation systems, both formative and summative.

Superimposed diagonally across the matrix formed by the intersect of the columns and rows are three overlapping circles: "modeling," "mentoring," and "tutoring." These designations are characteristics of effective teaching which seem to transcend their mere consideration as strategies of instruction. They are, instead, the essence of greatness in master teachers. "Modeling" refers to behaving in ways that cause the student, whether consciously or unconsciously, to imitate the observed behavior; teacher education universally should exemplify what it explicates. "Mentoring" is the process by which teachers exercise conscious responsibility for personally interceding in the development of the student and in the making of wise choices in areas that will determine future directions. Mentoring is individual and highly personal. Studies have shown that most successful persons can identify one or more mentors in their lives. "Tutoring" is one-on-one instruction when the need for such attention is evident. It can be cross-age, peer, professional, or other.

Clusters of Capability in the Preparation Structure

In this final section, consideration is given to each of the ten clusters of capability in the context of the teacher-preparation model. Although brief, the presentation is sufficiently specific to be useful to teacher educators who wish to examine their own programs or to accreditation or other agencies that have occasion to monitor the operations of teacher-education programs.

The discussion is organized in the form of a chart that consists of three parts: (a) the identification of the cluster; (b) the designation by capital and lower case letters of the areas of study and instructional modes which are involved (for Key, see Fig. 1); and (c) a brief delineation of process guidelines or standards in the area. It should be recognized that the selection of areas of study is somewhat arbitrary since institutions may be organized in different ways and allocate functions accordingly. Similarly, there will be differences in modes between and among institutions.

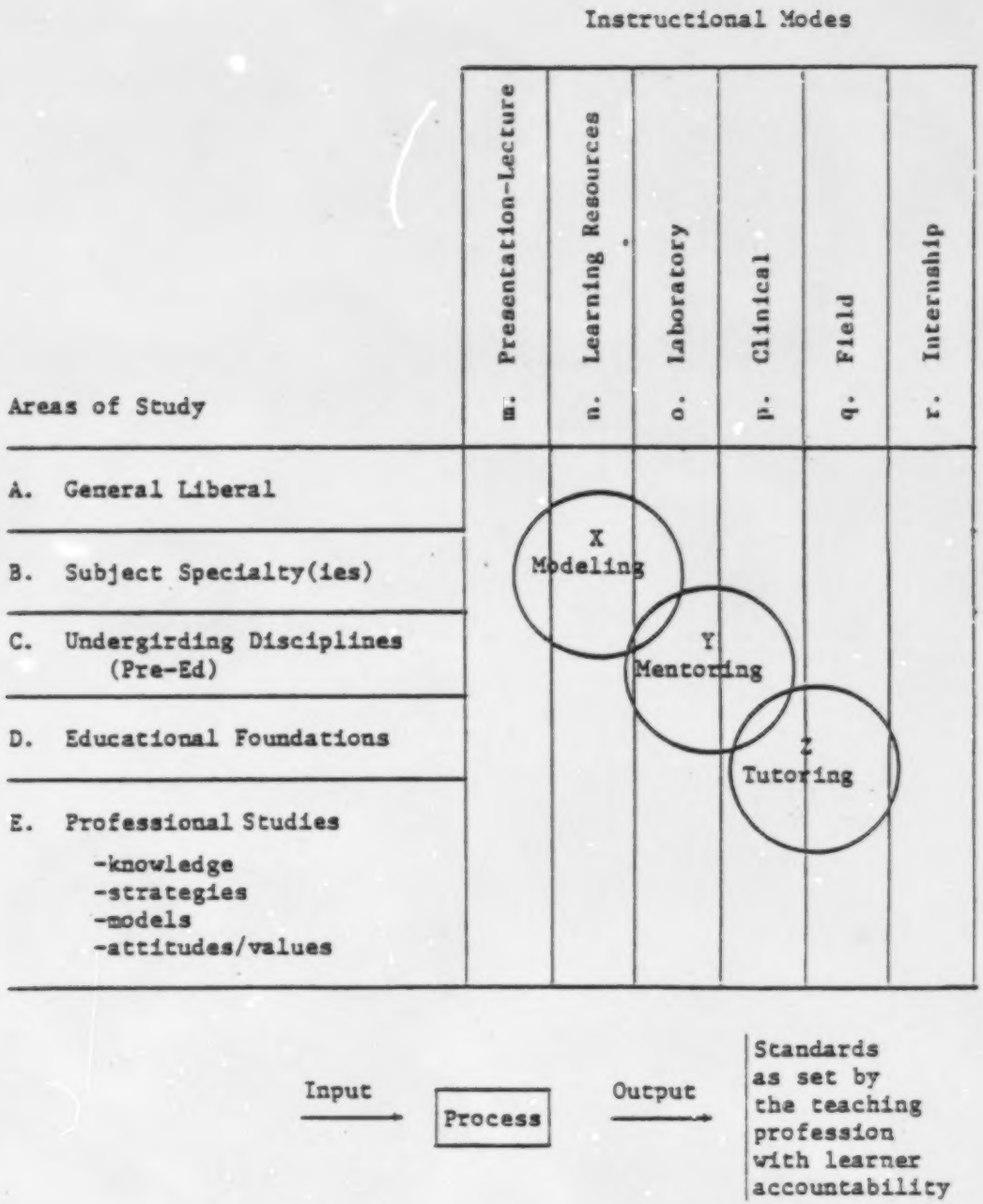

Figure 1. The education of professional teachers: Areas of study/ modes of instruction.*

*Adapted by Robert Howsam from a model first proposed in the bicentennial report of the AACTE on Educating a Profession (Howsam, et al., 1976).

Competency Clusters	Areas of Study and Instructional Modes	Description
Curriculum	B. Subject Specialty(ies) E. Professional Studies m. Presentation-Lecture n. Learning Resources p. Clinical	Every candidate for teaching should be provided through direct instruction with a knowledge of the school curriculum from kindergarten through high school. They should examine samples of curriculum materials in learning resource centers and make observations of instruction in various curricular areas at all levels of schooling. Students should know how curriculum decisions are made and be aware of and concerned with proper sequencing and interrelations of curricular components. They should be able to relate curricular topics to basic considerations about the history, purposes, and governance of schooling and to knowledge on human development. They should have experience in planning curricula for individual students, including those whose needs dictate modifications in the ordinary structure of the curriculum.
Teaching Basic Skills	D. Educational Foundations E. Professional Studies m. Presentation-Lecture n. Learning Resources o. Laboratory p. Clinical q. Field r. Internship	All teachers should be able to teach literacy skills from beginning up to at least fifth-grade level and be proficient in instruction which maintains and advances good literacy skills at advanced levels.[4] This will require familiarity with literacy teaching materials, some clinical (one-on-one or small group) experience plus supervised applications in field and internship situations. Similarly, all teachers must be able to teach personal and life-maintenance skills (safety, personal hygiene, mobility, and the like) and take a share of responsibility with all other teachers for instruction in these areas. Teachers should be able to relate instruction in these areas to the purposes of schooling and they should be able to relate their teaching roles to those of specialists in the cases of students who have exceptional needs. Pupils differ in learning rates and power, and even the best teaching is not 100% effective. Thus, it is a normal expectation that every teacher will need "backup" help with some students.

[4] For example, regardless of what specialty area of teaching they may be in, teachers should be skilled in introducing new vocabulary, creating the "set" for appropriate forms of reading comprehension, checking on student background (through survey exams), on prerequisite basic skills and concepts for an instructional unit, etc.

Professional Interactions	C. Undergirding Disciplines D. Educational Foundations E. Professional Studies o. Laboratory p. Clinical q. Field r. Internship	All teachers should be knowledgeable about processes of consultation, effective communications, and interprofessional planning. This knowledge requires strong elements of preparation in relevant disciplines and educational foundations plus supervised experience in clinical, field, and internship settings. Specific instruction in parent education and counseling should be provided. Important contributions to training should be expected from other professional fields, such as Counseling Psychology.
Teacher-parent-student Relationships	C. Undergirding Disciplines D. Educational Foundations E. Professional Studies m. Presentation-Lecture o. Laboratory p. Clinical q. Field r. Internship	All teachers should have knowledge of the functions of families and how families interact with bureaucratic structures (including the schools) in which family members become involved. They should be especially well informed about difficulties which may arise in school-family interactions when the family is part of a disenfranchised group or when individual students are handicapped or unusual in some way. Teachers should have experience at clinical levels and in all other practicum settings in meeting with parents to plan school programs. They should have experience in working with other professionals in the same context. They should have training and experience in sharing educational tasks with parents.
Pupil and Class Management	C. Undergirding Disciplines D. Educational Foundations E. Professional Studies m. Presentation-Lecture n. Learning Resources o. Laboratory q. Field r. Internship	All teachers must be skilled in general classroom management procedures, including group processes (e.g., use of heterogeneous cooperative groups), group approaches to creating positive affective climate, and approaches for achieving group attention and individual orientation to task. These competencies call for specific elements of preparation in undergirding disciplines and educational foundations, especially in areas of sociology and social psychology, and for professional instruction and experience in application of procedures in group settings. A specific set of insights to and skills in applied behavior analysis should be included, in which case both clinical and classroom applications should be required.

Individualized Teaching	C. Undergirding Disciplines D. Educational Foundations E. Professional Studies m. Presentation-Lecture n. Learning Resources o. Laboratory p. Clinical q. Field r. Internship	All teachers should be able to carry out individual assessments to establish the developmental level of students in the subject matter being taught, and to identify students who have special needs and learning styles. They should also be able to personalize and adapt assignments and keep records of progress for individual students. They should be able to state individual goals and objectives for students and to carry out careful assessments in each domain of instruction. They should be familiar with at least some of the major systems (IGE, IPI, CAI, etc.) for the general management of individualized instruction. This competency cluster calls for strong preparation in criterion- or domain-referenced assessment as well as in norm-referenced testing. Teacher candidates should be expected to participate directly in a variety of supervised clinical studies that involve individualized assessments of the students, parent consultation, communication with diagnostic specialists (i.e., special educators, school psychologists, school social worker, speech-language pathologists, educational audiologists, etc.), observance of due process principles, and the writing of IEPs. It is important that the teacher of teachers provide a model of individualized teaching.
Exceptional Conditions	D. Educational Foundations E. Professional Studies m. Presentation-Lecture n. Learning Resources p. Clinical q. Field r. Internship	All teachers should recognize exceptional conditions in pupils that call for educational adaptations. They should know the key terminology and be able to specify the instructional (and special service) assistance needed to maintain those pupils in regular classes. This domain should include presentations to teacher-education students of basic information on exceptionality and common adaptations in regular classes. Also, experiences at clinical, field, and internship levels should include interactions with exceptional students. Although P.L. 94-142 refers only to handicapped students, it is important that teachers be prepared to deal effectively with gifted and talented students as well. Of course some students will be both handicapped and gifted. All teachers should have knowledge of the major principles and practices derived from research and experience in working with gifted students. Also, all teachers must be committed to and able to competently manage instruction which is multicultural in orientation.

Conferral and Referral	D. Educational Foundations E. Professional Studies m. Presentation-Lecture n. Learning Resources p. Clinical q. Field r. Internship	All teachers should recognize that they can obtain help from teaching colleagues and various specialists and that it is a sign of superior professional ability and stature, not of weakness, to recognize when help is needed and to ask for it, use it, and acknowledge its value. Teachers should be skilled in making and recording systematic observations of their students as a basis for informed referral and consultation. This competency cluster also calls for knowledge of the roles of various specialists, plus clinical experience in referral procedures. All teachers should be generally familiar with the full range of special services both within the schools and in the broader community.
Student-Student Relationships	C. Undergirding Disciplines D. Educational Foundations E. Professional Studies m. Presentation-Lecture n. Learning Resource o. Laboratory q. Field r. Internship	All teachers should be prepared to manage with high skill the relations among their students in "peer tutoring," "cross-age tutoring," and other group activities. Teachers should be skilled in giving students developmental perspectives about their own problems and concerns, in teaching them to be mutually helpful and supportive to one another, and in giving them increasing responsibility for helping to manage the educational environment. This set of competencies requires strong orientation in developmental and counseling psychology plus supervised experiences in laboratory, clinical, field, and internship settings.
Professional Values	A. General Liberal C. Undergirding Disciplines D. Educational Foundations E. Professional Studies m. Presentation-Lecture n. Learning Resources o. Laboratory p. Clinical q. Field r. Internship	All teachers should be well informed concerning such concepts as "right to education," "least restrictive alternative," and "due process," particularly as they relate to education for children from minority groups and those who are handicapped. They should make professional commitments to the realization of the values which these concepts represent. To achieve the goals in this area it is essential that prospective teachers receive relevant instruction as part of their general, foundational, and professional studies; perhaps more essential is that the attitudes be modeled by their instructors and be fully exemplified in the field and internship settings used for teacher preparation.

(Reynolds, 1979, pp. 21-28)

Appendix D: Comprehensive Inservice Training Program

Phase	Personnel	Content	Session/Time
I	Leadership	Basic elements of P.L. 94-142	1 x 3 hrs.
II	Administration	Review of P.L. 94-142 and implications	2 x 3 hrs.
III	Staffing Team	Review, develop, modify the process and procedures of a staffing	6 x 3 hrs.
IV	Staffing Team Chairperson	Role of the staffing team chairperson	3 x 3 hrs.
V	Staffing Team	Skills of diagnosis, report writing, developing IEPs	6 x 3 hrs.
VI	Consultants	Role of consultant; strategies for helping teachers provide for children with special needs; assessment; IEP; materials; teaching strategies; behavior management strategies; communication skills; behavior management strategies; communication skills; development of building level workshops on mainstreaming and stress.	8 x 3 hrs.
VII	All personnel	Role of classroom teacher in staffing	4 x 2 hrs.
VIII	Regular Classroom Teachers	Attitudes; assessment; curriculum modification; materials development; classroom organization; behavior management; stress strategies.	12 x 3 hrs. (3 hrs. graduate credit)
IX	Parents	Understanding of P.L. 94-142	1 x 2 hrs.
X	Parent Assistants	Competence in staffings	5 x 2 hrs.
XI	All Personnel	Followup and evaluation	Dependent on needs

(Shaw & Bensky, 1980, pp. 5-9)

Appendix E: Dean's Grant Project (Personnel Preparation Grant)

1. Name of institution: _____

2. Title of project: _____

3. Purpose of project: _____

_____

4. Duration of project: _____

5. Present stage of project: _____

6. Format of project (Please check all that apply):

   (a) Separate course in special education _____
   (b) Discrete units inserted in theoretical course(s) _____
   (Name courses) _____

   _____

   (c) Discrete units inserted in methods courses _____
   (Name courses) _____

   _____

   (d) Student teaching exposure to individuals with exceptionalities _____

   _____

   (e) Taught by special education instructor(s) _____
   (f) Taught by regular education instructor(s) _____
   (g) Taught by subject area instructor(s) _____
   (h) Taught by team of two or more of the above _____
   (i) Taught at Freshmen level _____
   (j) Taught at Sophomore level _____
   (k) Taught at Junior level _____
   (l) Taught at Senior level _____

7. Response by teacher education faculty: _____

_____

8. Problems encountered: _____

_____

9. Additional comments: _____

_____

Signature of respondent _____

Title of respondent _____